

R277. Education, Administration.

R277-704. Financial and Economic Literacy: Integration into Core Curriculum and Financial and Economic Literacy Student Passports.

R277-704-1[2]. Authority and Purpose.

(1)[A-] This rule is authorized ~~[under]~~by:

(a) Utah Constitution Article X, Section 3 which ~~[gives]~~vests general control and supervision ~~[of the public school system to]~~over public education in the Board~~[-]~~;

(b) ~~[by]~~ Subsection 53E-3-401(4), which ~~[permits]~~allows the Board to ~~[adopt]~~make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law~~[in accordance with its responsibilities-]~~;

(c) ~~[-by]~~ Section 53E-3-505, which directs the Board to work with financial and economic experts and private and non-profit entities to develop and integrate financial and economic literacy and skills into the public school curriculum at all appropriate levels and to develop a financial and economic literacy student passport which is optional for students and tracks student mastery of financial and economic literacy concepts~~[-and]~~

(2)[B-] The purpose of this rule is:

(a)~~[(1)]~~ to provide funds appropriated by the Legislature to develop and integrate financial and economic literacy concepts effectively into the core curriculum in various programs and at various grade levels;

(b)~~[(2)]~~ to begin the development of a financial and economic literacy student passport;

(c)~~[(3)]~~ to provide for educator professional development using business and community expertise~~[-allowing for maximum creativity and flexibility]~~;

(d)~~[(4)]~~ to provide curriculum resources and assessments for financial and economic literacy;

(e)~~[(5)]~~ to provide passport criteria and tracking capabilities for the financial and economic literacy passport for students grades K-12;

(f)~~[(6)]~~ to provide simple and consistent messaging to students that becomes part of the core curriculum that reinforces the importance of financial and economic literacy for students and parents; and

(g)~~[(7)]~~ to help students and parents to locate and use school and community

resources to improve financial and economic literacy among students and families.

R277-704-[1]2. Definitions.

~~[A. "Board" means the Utah State Board of Education.]~~

~~(1) "Content Specialist" means the same as the term is defined in Subsection R277-520-1(1).~~

~~(2)[B:] "End of course assessment" means an online end of course assessment [for use by school districts and charter schools] for students who take the general financial literacy course.~~

~~(3)[C:] "Endorsement" means the licensing document required by the board [through the USOE licensing process] for teachers who teach general financial literacy.~~

~~(4)[D:] "Financial and economic literacy project" means a program or series of activities developed locally to implement financial and economic literacy education as described in Section 53E-3-505. [encourage the understanding of financial and economic literacy among students and their families and to assist public school educators in making financial and economic literacy an integrated and permanent part of the public school curriculum].~~

~~(5)[E:] "Financial and economic literacy student passport" means a collection of approved activities, assessments, or achievements completed during a given time period which indicate advancement in financial and economic understanding.~~

~~(6)[F:] "LEA" means local education agency, including local school boards/ public school districts, charter schools, and,] for purposes of this rule, includes the Utah Schools for the Deaf and the Blind.~~

~~(7)[G:] "Professional development" means the same as the term defined in Subsection R277-522-2(10). [for public school educators means the act of engaging in professional learning in order to improve student learning.~~

~~[H. "SEOP/plan for college and career readiness" means a plan for students in grades 7-12 that includes:~~

~~—— (1) all Board and LEA board graduation requirements;~~

~~—— (2) the individual student's specific course plan that will meet graduation requirements~~

and provides a supportive sequence of courses consistent with identified post-secondary training goals;

——— (3) evidence of parent, student, and school representative involvement annually; and

——— (4) attainment of approved workplace skill competencies.

——— I. "USOE" means the Utah State Office of Education.]

R277-704-3. Financial and Economic Literacy Student Passport.

(1)[A.] The Superintendent~~[Board and the USOE]~~ shall develop and promote a financial and economic literacy student passport ~~[model, which would]~~that includes tracking ~~[of]~~a student's progress~~[toward a passport].~~

(2)[B.] ~~[Development efforts will]~~The Superintendent shall include parent and community participation on the development of the student passport described in Subsection (1).

(3)[C.] ~~[Early efforts will focus]~~The first round of implementation of the financial and economic literacy student passport shall be for ~~[on]~~ students in grades nine through 12.

(4)[D.] ~~A major goal of the development and promotion of a financial and economic literacy]~~The Superintendent shall provide a financial and economic literacy student passport ~~[will be to inform and]~~to support educators as they educate students and their parents ~~[throughout the public school experience]~~ of the importance of financial and economic literacy, and ~~[and]~~including its applicability to ~~[all]~~ other subject areas~~[of the public school curriculum].~~

(5)[E.] ~~[Public schools]~~An LEA shall provide parents~~[guardians]~~ and students with the following:

(a)~~[(1) during kindergarten enrollment,]~~ a financial and economic literacy passport and information about post-secondary education savings options; and

(b)~~[(2)]~~ information ~~[and encouragement toward]~~about the financial and economic literacy student passport opportunity ~~[upon development]~~ as part of the student's ~~[SEOP]~~plan for college and career readiness ~~[process].~~

R277-704-4. General Financial Literacy End of Course Assessment.

(1)[A.] The ~~[USOE]~~Superintendent shall provide ~~[to]~~an LEA~~[s]~~ with an ~~[online]~~ end of

course assessment for general financial literacy which shall be:

(a)~~[(1) be]~~ administered to every student who takes the general financial literacy course;

(b)~~[(2) be]~~ aligned with general financial literacy revised core standards and objectives; and

(c)~~[(3) be]~~ measured and analyzed at the school, district, and state-wide levels.

R277-704-5. General Financial Literacy Teacher Endorsement.

(1)~~[A.] A[ny] Board licensed educator who teaches general financial literacy [shall] is required to have licensing, endorsements, and other credentials equal to other content specialists as described in Section R277-520-4. [have completed course work in:~~

~~—— (1) financial planning;~~

~~—— (2) credit and investing;~~

~~—— (3) consumer economics;~~

~~—— (4) personal budgeting; and~~

~~—— (5) family economics.]~~

~~(2)[B.] An [E]ducator's course work may[can] be part of or in addition to course work and programs of study required for licensure by the Board consistent with R277-502.~~

R277-704-6. Financial and Economic Literacy Professional Development Opportunities.

(1)~~[A.] The [USOE]Superintendent shall provide professional development for all areas of financial and economic literacy utilizing the expertise of community and business groups.~~

(2)~~[B.] Professional development activities shall:~~

(a)~~[(1)] provide information [public school educators] about financial and economic literacy including personal finance and economic responsibility;~~

~~[(2) encourage greater understanding of personal financial and economic responsibility;]~~

(c)~~[(3)] provide [information and] resources for teaching [about] financial and economic literacy without promoting specific products or businesses; and~~

(d)~~[(4)] work with the [USOE]Superintendent to develop strategies [messaging or~~

115 ~~advertising to]~~for promoting[e] financial and economic literacy.

116 **R277-704-7. Financial and Economic Literacy Taskforce.**

117 (1) The financial and economic literacy taskforce shall have the membership and
118 general responsibilities outlined in Subsection 53E-3-505(3).

119 (2) In addition to the responsibilities outlined in Subsection 53E-3-505(3), the financial
120 and economic literacy taskforce shall:

121 (a) analyze data provided by the Superintendent that includes:

122 (i) aggregated-school level proficiency results from the end of course assessment;

123 (ii) general enrollment data;

124 (iii) assessment of general financial literacy education quality; and

125 (iv) other relevant data to inform strategies for strengthening financial literacy
126 proficiency; and

127 (b) serve as the writing committee for the financial literacy course standards described
128 in Subsection 53E-4-204(1)(b), (3), and (4).

129 (3) The course standards described in Subsection (2)(b) are subject to the same
130 approval requirements described in Subsection 53E-4-202(4).

131 **KEY: financial, economics, literacy**

132 **Date of Enactment or Last Substantive Amendment: [~~October 9, 2014~~] 2019**

133 **Notice of Continuation: [~~November 8, 2013~~] 2019**

134 **Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-401(4);**

135 **53G-3-505**